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ABSTRACT

This matrix keys school films to the social studies competency-based curriculum cbjectives for grade 5. Three television series are included. Emphasis is placed on geography, people, and the economy, but the themes are also related to history and government. The first series, "Across Cultures," focuses on the people of North America, South America, Asia, and Africa. The second series, "American Legacy," includes 16 programs which cover a wide range of knowledge and skills. Titles of the programs are "Our Federal District," "Seaports and Ships," "New York City: Center of Megalopolis," "Tidewater to Piedmont," "The Tennessee Valley," "Our Bread Basket," "We Make Anything," "By Train or Plane," "A Great River," "Cattle Country," "Storehouse of Minerals," "Our National Parks," "The Problem of Water," "The Northwest," "Our Forty-Ninth State," and "Aloha Hawaii." The third series, "Trade Offs," includes 15 programs which introduce students to basic economic concepts, enhance their decision-making skills, and help them to become better citizens. Each program dramatizes key concepts by drawing upon relevant experiences and by emphasizing thinking and reading skills. Programs 1 through 4 in this third series address the condition of supply and demand. Subsequent programs demonstrate decisions that must be made because of scarcity. Program objectives are found in the teacher's guide and page numbers are given. Specific competency objectives for each program are listed. (APG)

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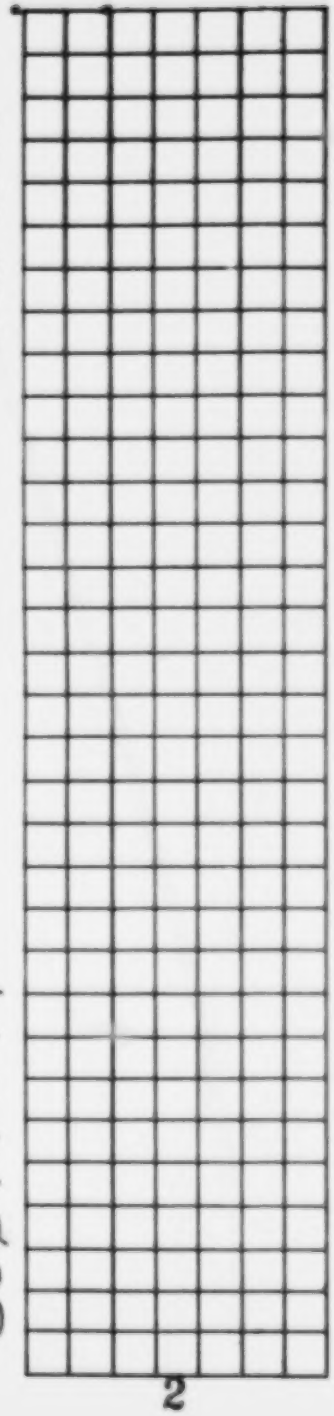

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School Television for Social Studies

A Competency-Based Matrix

Grade 5

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INTRODUCTION

This matrix keys School Television programs to the Social Studies Competency-based Curriculum objectives, grade 5. the project was co-directed by Joe Webb, Social Studies Coordinator in the Southeast Regional Center, and Gwen Jackson, Media Coordinator in the Region.

Four teachers produced this matrix:

Nell Garner	Tarawa Terrace II School	Camp Lejeune Schools
Bob Warren	College Park School	New Hanover County
Donna Rasberry	North Greene Elementary School	Greene County
Toni Leatherman	Morehead City Elementary School	Carteret County

The following School Television series are included in this document:

ACROSS CULTURES	(Program 2, "The Tarahumara")
AMERICAN LEGACY	(sixteen programs)
TRADE-OFFS	(fifteen programs)

We feel confident this matrix will be a useful resource for grade five Social Studies teachers.

School Television Staff
Media and Technology Services
Department of Public Instruction
Raleigh, North Carolina 27611

June, 1985

ACROSS CULTURES

The North Carolina social studies program for grades five and seven focuses on the Americas and the non-western world in Asia and Africa. Instruction emphasizes geography, people and the economy, but relates them to history and government. Through a study of representative states, nations, or groups of nations, the course focuses on the people of North America, South America, Asia and Africa--who they are, how they live, what contribution each makes to the global society. As a result of the seventh grade program, students will be able to answer the following key questions:

1. Who are the people of this society?
2. What is their physical environment?
3. How do the people make a living?
4. How is their society organized?
5. How has their society changed over time?
6. What are their values?

ACROSS CULTURES addresses each of the above questions through a study of the Tarahumara Indians of Mexico, the Baoulé of the Ivory Coast in Africa, and the Japanese. Each of these cultures is different in many ways, but they are also similar in other ways. The goal of ACROSS CULTURES, as stated in the teacher's guide, is to compare these cultures, and "...discover some human concerns and motivations which are strikingly similar." Students are encouraged to "...take off the 'glasses' of their own culture, shed their cultural cocoons, and see the world through someone else's eyes."

ACROSS CULTURES correlates well with the social studies program; the thirteen-program series addresses almost all of the knowledge goals. Those most frequently included are:

The learner will know:

Goal 15: that while each individual is unique, similarities among people are greater than differences.
Goal 16: the roles of persons and groups in African and Asian societies.
Goal 17: the basic social institutions and how these institutions serve their societies in Africa and Asia.
Goal 18: the influence of ideas and inventions in changing ways of living.
Goal 19: that ways of living change over time and understand how and why these changes occur.
Goal 20: that change affects the lives of people.

Program content can be used to teach problem-solving skills detailed in skill goals one through four. ACROSS CULTURES provides an excellent resource to improve self-management skills specified in skill goal seven.

The format of ACROSS CULTURES makes the series particularly useful to seventh grade teachers as it compares ways in which the Tarahumara Indians, the Baoulé, and the Japanese respond to seven basic social institutions. Teachers of fifth grade social studies will find program two most beneficial. Programs four through thirteen focus two-thirds of the program content on material suitable to African and Asian studies. The teacher's guide for ACROSS CULTURES provides specific pre- and post-viewing activities. Each program lists important vocabulary and provides a glossary and pronunciation guide on pages 23-25.

SOCIAL STUDIES

Television Series: ACROSS CULTURES **Recommended Usage:** Grade 7 & 5

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
"The Tarahumara" Program #2	Students will learn 1. The physical environment of the Tarahumara and how they have adapted to it. 2. The Tarahumara use their scarce resources to obtain food, clothing, and shelter.	Knowledge: 2.1 Explain how physical geography influences the lives of people. 2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 9.1 Categorize available resources in a geographic region as human, natural, or capital. 9.2 Know the location of specific resources in the United States, Canada, and Latin America. 9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. 10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. 12.1 Identify varying economies of the United States, Canada, and Latin America.	

SOCIAL STUDIES

Television Series: ACROSS CULTURES

Recommended Usage: Grade 7 & 5

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
"The Tarahumara" Program #2	3. The Tarahumara seek self-sufficiency and have limited contact with the outside world.	18.1 State the roles of individuals in groups in the United States, Canada, and/or Latin America. 19.1 Identify the basic social institutions of the United States, Canada, and Latin America.	
	4. Traditional values are cherished among the Tarahumara and outside influences are avoided as far as possible.	20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. Skills: 2.1 Choose appropriate reference books and sources. 4.1 Organize information. 5.1 Orient maps and note direction. 5.2 Locate places on maps and globes. 7.1 Decrease self-centered perceptions. 7.2 Decrease group-centered perceptions. 7.3 Decrease stereotypic perceptions 7.4 Increase the ability to empathize.	

AMERICAN LEGACY

The AMERICAN LEGACY series addresses a wide range of knowledge and skill competency goals and objectives for the fifth grade social studies program. The following knowledge goals were frequently addressed: The learner will know:

Goal 1: the major physical features of the United States, Canada, and Latin America (geography).
Goal 2: that physical geography is a factor in determining where and how people live (geography).
Goal 9: the location and use of economic resources of the United States, Canada, and Latin America (economics).
Goal 10: that there is an unequal distribution of natural resources (geography, economics).
Goal 20: that ways of living change over time and understand why and how these changes occur (history).
Goal 21: that change affects the lives of people (history, sociology/anthropology).
Goal 22: that the histories of the United States, Canada, and Latin American nations affect the lives of their citizens today (history, political science, economics).
Goal 23: the influence of ideas and inventions in changing ways of living (sociology/anthropology, history, economics).

Goal 14 can be taught in an historical context throughout the series. All of the skills contained in the Competency Based Curriculum may be developed. The teacher's guide is an essential component as it extends the curriculum content through pre- and post-viewing strategies.

SOCIAL STUDIES

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Government, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "Our Federal District"	Students will gain an understanding of: the purpose and location of the District of Columbia the decision that led to locating our Federal District at its present site key historical events taking place in Washington, D.C., and key decisions made there that affected the entire nation the basic function of the three main branches of our federal government the District of Columbia as a "national home" and place of pride	Knowledge: 3.1 Identify traditional symbols of citizenship in the United States, Canada, and Latin America. 4.2 Idnetify legislative executive, and judicial functions of local, state, or national governments. 5.1 Understand the ways citizens can influence their government. 6.3 Analyze the effectiveness of an authority figure. 7.1 Identify the benefits and burdens of individual responsibility. *20.1 Identify changes which have occurred in the United States, Canada, and Latin America. *20.2 Explain the reasons for change in the United States, Canada, and Latin America. *20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. 22.1 Understand the influence of an event in the history of the United States, Canada, and/or Latin America on present ways of living in that nation.	Note activities in Teacher's Guide: After the program, page 4 case study- George Washingto

Television Series: AMERICAN LEGACY Recommended Usage: Grade 5 Government, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 (continued)	Students will gain an understanding of: the purpose and location of the District of Columbia the decision that led to locating our Federal District at its present site key historical events taking place in Washington, D.C., and key decisions made there that affected the entire nation the basic function of the three main branches of our federal government the District of Columbia as a "national home" and place of pride	22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, or any combination of these. 22.3 identify causes from the past of a significant current phenomenon/event in the United States, Canada, or Latin America. Skills: *1.1 Recognize that a problem exists. *1.2 Identify the viewpoints of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of findin the most reasonable solution to a problem. 6.2 Demonstrate an understandin of the chronological sequence of events.	

SOCIAL STUDIES

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 2 "Seaports and Ships	Students will gain an understanding of: the economic relationship ov commercial fishing to New England geographical reasons for the growth of seaports along the Northeastern Coast the importance of whaling to early New England seaports several trade functions at the Port of Boston the legacy of Maine's shipbuilding industry	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. *2.1 Explain how physical geography influences the lives of people. 2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region. *10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. *10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere.	Note activities in Teacher's Guide: After the program, page 6

Television Series: AMERICAN LEGACY Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 2 (continued)	Students will gain an understanding of: the economic relationship ov commercial fishing to New England geographical reasons for the growth of seaports along the Northeastern Coast the importance of whaling to early New England seaports several trade functions at the Port of Boston the legacy of Maine's shipbuilding industry	*10.3 Suggest the effects of unequal distribution of natural resources on ways of living in the United States, Canada, and/or Latin America. 11.1 Predict the consequences of overconsumption of non-renewable resources. 12.1 Identify varying economies of the United States, Canada, and Latin America. 13.1 State the importance of consumer demand in deciding what goods and services are produced. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand 14.3 Determine from a description of an economic region of North or South America whether it is developed or developing. 15.3 Propose solutions to the problems of a real or hypothetical developing economic region.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 2 (continued)	Students will gain an understanding of: the economic relationship ov commercial fishing to New England geographical reasons for the growth of seaports along the Northeastern Coast the importance of whaling to early New England seaports several trade functions at the Port of Boston the legacy of Maine's shipbuilding industry	16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 20.1 Identify changes which have occurred in the United States, Canada, and Latin America. 20.2 Explain the reasons for change in the United States, Canada, and Latin America. 20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. 21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 21.2 Predict effects of change on the people of the United States, Canada, and/or Latin America. 21.3 Know that the influence of an event in the U.S., Canada, and/or Latin America can affect the political, economic, or social life of its citizens. 23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions.	For objectives 20 and 21, note interdependence of states and regions of U.S.

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 2 (continued)	Students will gain an understanding of: the economic relationship ov commercial fishing to New England geographical reasons for the growth of seaports along the Northeastern Coast the importance of whaling to early New England seaports several trade functions at the Port of Boston the legacy of Maine's shipbuilding industry	23.2 Identify examples of cultural assimilation and interdependence among the regions of the Western Hemisphere. Skills: 1.1 Recognize that a problem exists. 1.4 Determine methods of findin the most reasonable solution to a problem. 5.1 Orient maps and note directions. 5.2 Locate places on maps and globes. 5.5 Draw inferences from maps.	

SOCIAL STUDIES

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Government, Sociology, Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 3 "New York City: Center of Megalopolis"	Students will gain an understanding of: the basic political and geographical structure of the city. the concept of "megalopolis" as it applies to the northeastern United States. the historical movement of large numbers of foreign-born people to live and work in cities like New York some of the daily problems faced by early immigrant workers and their families New York City as the financial, commercial, and cultural center of our country	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. 3.1 Identify traditional symbols of citizenship in the United States, Canada, and Latin America. 6.1 Describe the difference between legitimate authority and force. 6.2 Know the need for legitimate authority. 8.3 Identify fair procedures for dealing with problems. 10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. 12.1 Identify varying economies of the United States, Canada, and Latin America. 14.1 Know characteristics of developed and developing economies of the Western Hemisphere. *17.1 Distinguish likenesses and differences among peoples of the United States, Canada, and/or Latin America in terms of physical attributes.	Note activities in Teacher's Guide: after the program, page 8

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Government, Sociology

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 3 (continued)	Students will gain an understanding of: the basic political and geographical structure of the city. the concept of "megalopolis" as it applies to the northeastern United States. the historical movement of large numbers of foreign-born people to live and work in cities like New York some of the daily problems faced by early immigrant workers and their families New York City as the financial, commercial, and cultural center of our country	18.1 State the roles of individuals in groups in the United States, Canada, and/or Latin America. *22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, or any combination of these. 22.3 Identify causes from the past of a significant current phenomenon/event in the United States, Canada, or Latin America. Skills: 1.1 Recognize that a problem exists. 1.3 Identify value conflicts inherent in a problem. 3.2 Identify emotional words. 3.4 Determine completeness and inconsistences in data. 5.2 Locate places on maps and globes. 6.2 Demonstrate an understanding of the chronological sequence of events. 7.4 Increase the ability to empathize.	union vs. garment factory incident

SOCIAL STUDIES

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 "Tidewater to Piedmont"	Students will gain an understanding of: the role that tobacco played in the growth of the Virginia colony the political and cultural heritage of Williamsburg, Virgini the geographical significance of the "Fall Line" in developing power for the growth of American industry the importance of the textile industry to this region and to the nation as a whole the work of George Washington Carver in developing a variety of products from the peanut	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. 2.1 Explain how physical geography influences the lives of people. 2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 6.2 Know the need for legitimate authority. 6.3 Analyze the effectiveness of an authority figure. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activitiy of a region. 10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing.	Note activities in Teacher's Guide: after the program, page 10

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 (continued)	Students will gain an understanding of: the role that tobacco played in the growth of the Virginia colony the political and cultural heritage of Williamsburg, Virgini the geographical significance of the "Fall Line" in developing power for the growth of American industry the importance of the textile industry to this region and to the nation as a whole the work of George Washington Carver in developing a variety of products from the peanut	11.1 Predict the consequences of overconsumption of non-renewable resources. 13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand *20.1 Identify changes which have occurred in the United States, Canada, and Latin America. *20.2 Explain the reasons for change in the United States, Canada, and Latin America. *20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. *21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions.	tobacco case of overconsumption

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 (continued)	Students will gain an understanding of: the role that tobacco played in the growth of the Virginia colony the political and cultural heritage of Williamsburg, Virgini the geographical significance of the "Fall Line" in developing power for the growth of American industry the importance of the textile industry to this region and to the nation as a whole the work of George Washington Carver in developing a variety of products from the peanut	Skills: 4.2 Analyze information. 4.3 Draw conclusions. 5.2 Locate places on maps and globes. 5.5 Draw inferences from maps. 8.1 Participate in group discussion and planning. 8.2 Engage in group decision making. 8.3 Act upon group decisions.	Fall Line and Tidewater Region and Piedmont

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 5 "The Tennessee Valley"	Students will gain an understanding of: the location and geographical importance of the Tennessee Valley the roles that Fort Loudoun and Rocky Mount played in the development of eastern Tennessee the importance of the Tennessee River as a water highway to early economic markets and new settlements how the excessive use of and disregard for the natural resources in this region helped bring about economic and physical deterioration of the valley the effect that the Tennessee Valley Authority (TVA) has had in helping to reclaim this region	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. *2.1 Explain how physical geography influences the lives of people. *2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 4.2 Identify legislative executive, and judicial functions of local, state, or national governments. 7.1 Identify the benefits and burdens of individual responsibility. 7.2 Identify the benefits of responsibility. 7.3 Identify the burdens of responsibility. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America.	Note activities in Teacher's Guide: after the program, page 12 function of government in TVA project resource conservation

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 5 (continued)	Students will gain an understanding of: the location and geographical importance of the Tennessee Valley the roles that Fort Loudoun and Rocky Mount played in the development of eastern Tennessee the importance of the Tennessee River as a water highway to early economic markets and new settlements how the excessive use of and disregard for the natural resources in this region helped bring about economic and physical deterioration of the valley the effect that the Tennessee Valley Authority (TVA) has had in helping to reclaim this region	*9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region. 10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. *11.1 Predict the consequences of overconsumption of nonrenewable resources. *11.2 Suggest causes and effects of, as well as alternatives to, the pollution of resources in the United States, Canada, and/or Latin America. 14.1 Know characteristics of developed and developing economies of the Western Hemisphere. *16.3 Identify regional economic interdependence in the Western Hemisphere.	conservation economic growth of TVA (historic growth) economic interdependence with other areas of U.S.

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 5 (continued)	Students will gain an understanding of: the location and geographical importance of the Tennessee Valley the roles that Fort Loudoun and Rocky Mount played in the development of eastern Tennessee the importance of the Tennessee River as a water highway to early economic markets and new settlements how the excessive use of and disregard for the natural resources in this region helped bring about economic and physical deterioration of the valley the effect that the Tennessee Valley Authority (TVA) has had in helping to reclaim this region	20.1 Identify changes which have occurred in the United States, Canada, and Latin America. 20.2 Explain the reasons for change in the United States, Canada, and Latin America. 20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. 21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 21.2 Predict effects of change on the people of the United States, Canada, and/or Latin America. 21.3 Know that the influence of an event in the U.S., Canada, and/or Latin America can affect the political, economic, or social life of its citizens. Skills: 1.1 Recognize that a problem exists. 1.2 Identify the viewpoints of the parties to a problem. 1.3 Identify value conflicts inherent in a problem.	teacher can point out 1.3

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 5 (continued)	Students will gain an understanding of: the location and geographical importance of the Tennessee Valley the roles that Fort Loudoun and Rocky Mount played in the development of eastern Tennessee the importance of the Tennessee River as a water highway to early economic markets and new settlements how the excessive use of and disregard for the natural resources in this region helped bring about economic and physical deterioration of the valley the effect that the Tennessee Valley Authority (TVA) has had in helping to reclaim this region	1.4 Determine methods of finding the most reasonable solution to a problem. 5.1 Orient maps and note directions. 5.2 Locate places on maps and globes. 5.3 Use scale and compute distances. 7.1 Decrease self-centered perceptions. 7.4 Increase the ability to empathize.	some people were affected adversely

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 6 "Our Bread Basket"	Students will gain an understanding of: the location and general geographic features of the wheat belt the importance of the wheat belt in producing food for our nation and the world some of the important operations that are part of running a large wheat farm the role that the railroads and the Homestead Act played in helping to settle the Great Plains how the early homesteaders lived out on the western prairies	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. *2.1 Explain how physical geography influences the lives of people. *2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region. 10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing.	Note activities in Teacher's Guide: after the program, page 14

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 6 (continued)	Students will gain an understanding of: the location and general geographic features of the wheat belt the importance of the wheat belt in producing food for our nation and the world some of the important operations that are part of running a large wheat farm the role that the railroads and the Homestead Act played in helping to settle the Great Plains how the early homesteaders lived out on the western prairies	10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand 14.1 Know characteristics of developed and developing economies of the Western Hemisphere. 14.2 Locate developed and developing economic regions of the Western Hemisphere. 14.3 Determine from a description of an economic region of North or South America whether it is developed or developing. *16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. *16.2 Identify examples of economic interdependence in business or industry.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 6 (continued)	Students will gain an understanding of: the location and general geographic features of the wheat belt the importance of the wheat belt in producing food for our nation and the world some of the important operations that are part of running a large wheat farm the role that the railroads and the Homestead Act played in helping to settle the Great Plains how the early homesteaders lived out on the western prairies	*16.3 Identify regional economic interdependence in the Western Hemisphere. 19.1 Identify the basic social institutions of the United States, Canada, and Latin America. 19.2 Know the role of basic social institutions on ways of living in Canada, United States, and Latin America. 20.1 Identify changes which have occurred in the United States, Canada, and Latin America. 20.2 Explain the reasons for change in the United States, Canada, and Latin America. 20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. *23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions. Skills: 5.2 Locate places on maps and globes.	Examples: schools, families. Examples: combine, windmill

SOCIAL STUDIES

Television Series: AMERICAN LEGACY **Recommended Usage:** Grade 5 Economics, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 7 "We Make Anything"	Students will gain an understanding of: the importance of interchangeable parts in the making of products how iron and steel are made mass production and how it has revolutionized American industry the role that Henry Ford played in the early development of the automobile the important contributions of Thomas Edison to our American way of life	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. 2.1 Explain how physical geography influences the lives of people. 2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 6.3 Analyze the effectiveness of an authority figure. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region. 10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing.	Note activities in Teacher's Guide: after the program, page 15 Henry Ford and Thomas Edison iron and steel

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 7 (continued)	Students will gain an understanding of: the importance of interchangeable parts in the making of products how iron and steel are made mass production and how it has revolutionized American industry the role that Henry Ford played in the early development of the automobile the important contributions of Thomas Edison to our American way of life	10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere. 12.1 Identify varying economies of the United States, Canada, and Latin America. 13.1 State the importance of consumer demand in deciding what goods and services are produced. 13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand *16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. *16.2 Identify examples of economic interdependence in business or industry *16.3 Identify regional economic interdependence in the Western Hemisphere.	automobile Ford and automobile steel industry

Television Series: AMERICAN LEGACY Recommended Usage: Grade 5 Economics, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 7 (continued)	Students will gain an understanding of: the importance of interchangeabl parts in the making of products how iron and steel are made mass production and how it has revolutionized American industry the role that Henry Ford played in the early development of the automobile the important contributions of Thomas Edison to our American way of life	*20.1 Identify changes which have occurred in the United States, Canada, and Latin America. *20.2 Explain the reasons for change in the United States, Canada, and Latin America. *20.3 Identify the effects of important changes which have occurred in the United States , Canada, and Latin America. 21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political, economic, or social life of its citizens. 22.1 Understand the influence of an event in the history of of the United States, Canada, and/or Latin America on present ways of living in that nation.	Edison, Ford and steel industr assembly line
	22.2 Understand that the influence(s) of an important event on present ways of live in the United States, Canada, or Latin America can be economic, social, political, or any combination of these.	22.2	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 7 (continued)	Students will gain an understanding of: the importance of interchangeable parts in the making of products how iron and steel are made mass production and how it has revolutionized American industry the role that Henry Ford played in the early development of the automobile the important contributions of Thomas Edison to our American way of life	*23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions. Skills: 1.4 Determine methods of finding the most reasonable solution to a problem. 5.2 Locate places on maps and globes. 5.5 Draw inferences from maps. 7.6 Increase the ability to accept change.	assembly line

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 8 "By Train or Plane"	Students will gain an understanding of: the steam locomotive and the early development of our nation's railroads the importance of modern freight trains to supply our towns and cities with goods the role that commuter trains and subways play in moving people in and around large cities air traffic control and air cargo at Chicago's O'Hare Airport the contribution of Orville and Wilbur Wright in developing and successfully flying the world's first heavier-than-air machine	Knowledge: 16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 16.2 Identify examples of econic interdependence in business or industry. 16.3 Identify regional economic interdependence in the Western Hemisphere. *20.1 Identify changes which have occurred in the United States, Canada, and Latin America. *20.2 Explain the reasons for change in the United States, Canada, and Latin America. *20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. *21.2 Predict effects of change on the people of the United States, Canada, and/or Latin America. *21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political economic, and social life of its citizens.	Note activities in Teacher's Guide: after the program, page 17 transportation influence on economic changes

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 8 (continued)	Students will gain an understanding of: the steam locomotive and the early development of our nation's railroads the importance of modern freight trains to supply our towns and cities with goods the role that commuter trains and subways play in moving people in and around large cities air traffic control and air cargo at Chicago's O'Hare Airport the contribution of Orville and Wilbur Wright in developing and successfully flying the world's first heavier-than-air machine	22.1 Understand the influence of an event in the history of the United States, Canada, and/or Latin America on present ways of living in that nation. 22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, or any combination of these. *23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions. *23.2 Identify examples of cultural assimilation and interdependence among the regions of the Western Hemisphere. Skills: 1.1 Recognize that a problem exists.	Wright brothers' decision-making

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 9 "A Great River"	Students will gain an understanding of: the role that the steamboat played in the settlement and growth of towns and cities along the Mississippi River the importance of the moder-day towboats and their tows to the commerce of our inland waterways the significance of New Orleans in our history and as a busy modern port some of the events surrounding the Battle of New Orleans (1815)	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. 2.1 Explain how physical geography influences the lives of people. 2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region.	Note activities in Teacher's Guide: after the program, page 19

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 9 (continued)	Students will gain an understanding of: the role that the steamboat played in the settlement and growth of towns and cities along the Mississippi River the importance of the modern-day towboats and their tows to the commerce of our inland waterways the significance of New Orleans in our history and as a busy modern port some of the events surrounding the Battle of New Orleans (1815)	13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand 16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 16.2 Identify examples of economic interdependence in business or industry. 16.3 Identify regional economic interdependence in the Western Hemisphere. 20.1 Identify changes which have occurred in the United States, Canada, and Latin America. 20.2 Explain the reasons for change in the United States, Canada, and Latin America. 20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America.	natural resources in the United States

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 9 (continued)	Students will gain an understanding of: the role that the steamboat played in the settlement and growth of towns and cities along the Mississippi River the importance of the moder-day towboats and their tows to the commerce of our inland waterways the significance of New Orleans in our history and as a busy modern port some of the events surrounding the Battle of New Orleans (1815)	21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 21.2 Predict effects of changes on the people of the United States, Canada, and/or Latin America. 21.3 Know that the influences of an event in the United States, Canada, and/or Latin America can affect the political economic, or social life of its citizens. Skills: 5.2 Locate places on maps and globes.	waterway system and transportatio

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 10 "Cattle Country"	Students will gain an understanding of: significant changes that have occurred over the years in the raising of cattle historic contributions made by Hispanic explorers and settlers who came to the cattle country the role played by Stephen Austin and Jose Navarro in early Texas history the lifestyle of the early American cowboy and the need for the great Texas cattle drives northward	Knowledge: *2.1 Explain how physical geography influences the lives of people. *2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 9.4 Know the relationships between the location of natural resources and the economic activity of a region. *10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. *12.1 Identify varying economies of the United States, Canada, and Latin America. 13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand	Note activities in Teacher's Guide: after the program, page 20. cattle raising

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economic, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 10 (continued)	Students will gain an understanding of: significant changes that have occurred over the years in the raising of cattle historic contributions made by Hispanic explorers and settlers who came to the cattle country the role played by Stephen Austin and Jose Navarro in early Texas history the lifestyle of the early American cowboy and the need for the great Texas cattle drives northward	16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 16.2 Identify examples of economic interdependence in business or industry. 16.3 Identify regional economic interdependence in the Western Hemisphere. *18.1 State the roles of individuals in groups in the United States, Canada, and/or Latin America. *18.2 Identify religious, ethnic and racial groups and their relative status in the United States, Canada, or Latin America 20.1 Identify changes which have occurred in the United States, Canada, and Latin America. 20.2 Explain the reasons for change in the United States, Canada, and Latin America. 20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America.	cowboy, Mexican/ Spanish influence

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 10 (continued)	Students will gain an understanding of: significant changes that have occurred over the years in the raising of cattle historic contributions made by Hispanic explorers and settlers who came to the cattle country the role played by Stephen Austin and Jose Navarro in early Texas history the lifestyle of the early American cowboy and the need for the great Texas cattle drives northward	21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political economic, or social life of its citizens. Skills: 5.2 Locate places on maps and globes. 6.1 Demonstrate an understanding of the time system and calendar. 6.2 Demonstrate an understanding of the chronological sequence of events. 7.3 Decrease stereotypic perceptions. 7.6 Increase the ability to accept change.	Mexican Americans

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 "Storehouse of Minerals"	Students will gain an understanding of: the significant locations and basic methods of mining in the early West the roles played by several persons in the development of early mining in the Rocky Mountains basic operational methods used in digging out molybdenum the location and importance of major mineral deposits in this part of our country several major problems that will affect the future of the mining industry in the region	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. *2.1 Explain how physical geography influences the lives of people. *2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 6.3 Analyze the effectiveness of an authority figure. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region.	Note activities in Teacher's Guide: after the program, page 22 Horace Gruly Tabor

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 (continued)	Students will gain an understanding of: the significant locations and basic methods of mining in the early West the roles played by several persons in the development of early mining in the Rocky Mountains basic operational methods used in digging out molybdenum the location and importance of major mineral deposits in this part of our country several major problems that will affect the future of the mining industry in the region	*10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. *10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere. *10.3 Suggest the effects of unequal distribution of natural resources on ways of living in the United States, Canada, and/or Latin America. *11.1 Predict the consequences of overconsumption of non-renewable resources. *11.2 Suggest causes and effects of, as well as alternatives to, the pollution of resources in the United States, Canada, and/or Latin America. 12.1 Identify varying economies of the United States, Canada, and Latin America. 12.2 Compare command, mixed, and market economies of the Western Hemisphere.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 (continued)	Students will gain an understanding of: the significant locations and basic methods of mining in the early West the roles played by several persons in the development of early mining in the Rocky Mountains basic operational methods used in digging out molybdenum the location and importance of major mineral deposits in this part of our country several major problems that will affect the future of the mining industry in the region	13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand 14.1 Know characteristics of developed and developing economies of the Western Hemisphere. 14.2 Locate developed and developing economic regions of the Western Hemisphere. 14.3 Determine from a description of an economic region of North or South America whether it is developed or developing. 16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 16.2 Identify examples of economic interdependence in business or industry. 16.3 Identify regional economic interdependence in the Western Hemisphere.	grub stake mining and abandoned mines

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 (continued)	Students will gain an understanding of: the significant locations and basic methods of mining in the early West the roles played by several persons in the development of early mining in the Rocky Mountains basic operational methods used in digging out molybdenum the location and importance of major mineral deposits in this part of our country several major problems that will affect the future of the mining industry in the region	20.1 Identify changes which have occurred in the United States, Canada, and Latin America. 20.2 Explain the reasons for change in the United States, Canada, and Latin America. 20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. 21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. *21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political, economic, or social life of its citizens. 22.1 Understand the influence of an event in the history of the United States, Canada, and/or Latin America on present ways of living in that nation. 22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, or any combination of these.	gold rush gold rush

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 (continued)	Students will gain an understanding of: the significant locations and basic methods of mining in the early West	22.3 Identify causes from the past of a significant current phenomenon/event in the United States, Canada, or Latin America.	
	the roles played by several persons in the development of early mining in the Rocky Mountains	23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions.	mining
	basic operational methods used in digging out molybdenum	23.2 Identify exampes of cultural assimilation and interdependence among the region of the Western Hemisphere.	
	the location and importance of major mineral deposits in this part of our country	Skills: *1.1 Recognize that a problem exists.	effects of mining on environment
	several major problems that will affect the future of the mining industry in the region	*1.2 Identify the viewpoints of the parties to a problem.	
		*1.3 Identify value conflicts inherent in a problem.	
		*1.4 Determine methods of finding the most reasonable solution to a problem.	
		2.1 Choose appropriate reference books and sources.	
		2.2 Collect information through interviews.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 (continued)	Students will gain an understanding of: the significant locations and basic methods of mining in the early West the roles played by several persons in the development of early mining in the Rocky Mountains basic operational methods used in digging out molybdenum the location and importance of major mineral deposits in this part of our country several major problems that will affect the future of the mining industry in the region	2.3 Collect information using surveys and questionnaires. 2.4 Read charts, graphs, and time lines in a variety of sources. 3.1 Check new data against information from several sources 3.2 Identify emotional words. 3.3 Identify evidence of propaganda. 3.4 Determine completeness and inconsistences in data. 4.1 Organize information. 4.2 Analyze information. 4.3 Draw conclusions. 5.2 Locate places on maps and globes. 7.1 Decrease self-centered perceptions. 7.6 Increase the ability to accept change. 7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 12 "Our National Parks	Students will gain an understanding of: the purpose behind the creation of our national parks some of the hydrothermal features and wildlife of Yellowstone Park Theodore Roosevelt's desire to protect America's natural beauty by creating park and wilderness areas for the benefit and enjoyment of all what John Wesley Powell experienced in navigating the Colorado River through the Grand Canyon in 1869 the importance of the Indian culture discovered at Mesa Verde	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. 2.1 Explain how physical geography influences the lives of people. 2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 5.1 Understand the way citizens can influence their government. 6.3 Analyze the effectiveness of an authority figure. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region.	Note activities in Teacher's Guide: after the program page 24 citizens and Roosevelt Theodore Roosevelt

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 12 (continued)	Students will gain an understanding of: the purpose behind the creation of our national parks some of the hydrothermal features and wildlife of Yellowstone Park Theodore Roosevelt's desire to protect America's natural beauty by creating park and wilderness areas for the benefit and enjoyment of all what John Wesley Powell experienced in navigating the Colorado River through the Grand Canyon in 1869 the importance of the Indian culture discovered at Mesa Verde	Skills: 5.2 Locate places on maps and globes.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates maior emphasis	NOTES
Program 13 "The Problem of Water"	Students will gain an understanding of: some of the basic geographic features associated with southeastern California's desert areas the roles played by Jedediah Smith and Father Junipero Serra in the exploration and settlement of the far West the importance of water and irrigation as major factors in making areas of southeastern California bloom and produce a variety of crops the year round the dependency of great metropolitan areas like Los Angeles upon outside sources of water for continued growth and development some of the long range planning that was necessary to provide water for parts of urban and rural southeastern California	Knowledge: 1.1 Know the major lanforms and bodies of water of the United States, Canada, and/or Latin America. 2.1 Explain how physical geography influences the lives of people. 2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 4.2 Identify legislative, executive, and judical functions of local, state, or national governments. 5.1 Understand the ways citizens can influence their government. 7.1 Identify the benefits and burdens of individual responsibility. 7.2 Identify the benefits of responsibility. 7.3 Identify the burdens of responsibility. *8.3 Identify fair procedures for dealing with problems. *9.1 Categorize available resources in a geographic region as human, natural, or capital.	Note activities in Teacher's guide: after the program, page 25 conversation of water debate over water problem

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 13 (continued)	Students will gain an understanding of: some of the basic geographic features associated with southeastern California's desert areas the roles played by Jedediah Smith and Father Junipero Serra in the exploration and settlement of the far West the importance of water and irrigation as major factors in making areas of southeastern California bloom and produce a variety of crops the year round the dependency of great metropolitan areas like Los Angeles upon outside sources of water for continued growth and development some of the long range planning that was necessary to provide water for parts of urban and rural southeastern California	*9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region. 10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. 10.3 Suggest the effects of unequal distribution of natural resources on ways of living in the United States, Canada, and/or Latin America. *13.1 State the importance of consumer demand in deciding what goods and services are produced. *13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand	sources resource and economy

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 13 (continued)	Students will gain an understanding of: some of the basic geographic features associated with southeastern California's desert areas the roles played by Jedediah Smith and Father Junipero Serra in the exploration and settlement of the far West the importance of water and irrigation as major factors in making areas of southeastern California bloom and produce a variety of crops the year round the dependency of great metropolitan areas like Los Angeles upon outside sources of water for continued growth and development some of the long range planning that was necessary to provide water for parts of urban and rural southeastern California	14.1 Know characteristics of developed and developing economies of the Western Hemisphere. 14.2 Locate developed and developing economic regions of the Western Hemisphere. 14.3 Determine from a description of an economic region of North or South America whether it is developed or developing. 15.3 Propose solutions to the problems of a real or hypothetical developing economic region. 16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 16.2 Identify examples of economic interdependence in business or industry. 16.3 Identify regional economic interdependence in the Western Hemisphere. *20.1 Identify changes which have occurred in the United States, Canada, and Latin America.	California development water conservation

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 13 (continued)	Students will gain an understanding of: some of the basic geographic features associated with southeastern California's desert areas the roles played by Jedediah Smith and Father Junipero Serra in the exploration and settlement of the far West the importance of water and irrigation as major factors in making areas of southeastern California bloom and produce a variety of crops the year round the dependency of great metropolitan areas like Los Angeles upon outside sources of water for continued growth and development some of the long range planning that was necessary to provide water for parts of urban and rural southeastern California	*20.2 Explain the reasons for change in the United States, Canada, and Latin America. *20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. 21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 22.3 Identify causes from the past of a significant current phenomenon/event in the United States, Canada, or Latin America. 23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions. Skills: 1.1 Recognize that a problem exists. 1.2 Identify the viewpoints of the parties to a problem. 1.3 Identify value conflicts inherent in a problem. 1.4 Determine methods of finding the most reasonable solution to a problem.	over development of an area

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 13 (continued)	Students will gain an understanding of: some of the basic geographic features associated with southeastern California's desert areas the roles played by Jedediah Smith and Father Junipero Serra in the exploration and settlement of the far West the importance of water and irrigation as major factors in making areas of southeastern California bloom and produce a variety of crops the year round the dependency of great metropolitan areas like Los Angeles upon outside sources of water for continued growth and development some of the long range planning that was necessary to provide water for parts of urban and rural southeastern California	4.1 Organize information. 4.2 Analyze information. 4.3 Draw conclusions. 5.2 Locate places on maps and globes. 6.2 Demonstrate an understanding of the chronological sequence of events. 7.1 Decrease self-centered perceptions. 7.2 Decrease group-centered perceptions. 7.4 Increase the ability to empathize. 7.6 Increase the ability to accept change. 7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas. 8.1 Participate in group discussion and planning. 8.2 Engage in group decision making. **8.3 Act upon group decisions.**	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 14 "The Northwest"	Students will gain an understanding of: the geography of the region and the important role played by the Columbia River the early explorations of the Northwest by Lewis and Clark what - in brief accounts - the early pioneers experienced during their long journey over the "Oregon Trail" the importance of reforestation to the continued harvesting of the region's timber production-line operations of the area's aircraft manufacturing industry	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. *2.1 Explain how physical geography influences the lives of people *2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment 4.2 Identify legislative, executive, and judicial functions of local, state, or national governments. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region.	Note activities in Teacher's Guide: after the program, page 27 Louis and Clark journey forestry

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 14 (continued)	Students will gain an understanding of: the geography of the region and the important role played by the Columbia River the early explorations of the Northwest by Lewis and Clark what - in brief accounts - the early pioneers experienced during their long journey over the "Oregon Trail" the importance of reforestation to the continued harvesting of the region's timber production-line operations of the area's aircraft manufacturing industry	*10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. *10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere. *10.3 Suggest the effects of unequal distribution of natural resources on ways of living in the United States, Canada, and/or Latin America. 12.1 Identify varying economies of the United States, Canada, and Latin America. *20.1 Identify changes which have occurred in the United States, Canada, and Latin America. *20.2 Explain the reasons for change in the United States, Canada, and Latin America. *20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. *21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America.	aircraft assembly product line

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 14 (continued)	Students will gain an understanding of: the geography of the region and the important role played by the Columbia River the early explorations of the Northwest by Lewis and Clark what - in brief accounts - the early pioneers experienced during their long journey over the "Oregon Trail" the importance of reforestation to the continued harvesting of the region's timber production-line operations of the area's aircraft manufacturing industry	*21.2 Predict effects of change on the people of the United States, Canada, and/or Latin America. *21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political, economic, or social life of its citizens. 22.1 Understand the influence of an event in the history of the United States, Canada, and/or Latin America on present ways of living in that nation. 22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, or any combination of these. 22.3 Identify causes from the past of a significant current phenomenon/event in the United States, Canada, or Latin America.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 14 (continued)	Students will gain an understanding of: the geography of the region and the important role played by the Columbia River the early explorations of the Northwest by Lewis and Clark what - in brief accounts - the early pioneers experienced during their long journey over the "Oregon Trail" the importance of reforestation to the continued harvesting of the region's timber production-line operations of the area's aircraft manufacturing industry	Skills: 5.2 Locate places on maps and globes. 6.1 Demonstrate an understanding of the time system and calendar. 6.2 Demonstrate an understanding of the chronological sequence of events.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 "Our Forty-ninth State"	Students will gain an understanding of: the varied geography of our largest state some of the reasons Alaska has the smallest population of any state in our nation the contrast between the Alaska Eskimos' old and new ways of living the Prudhoe Bay oil discoveries and their importance as part of our country's future energy supply William Seward's purchase of Alaska from the Russians in 1867	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. *2.1 Explain how physical geography influences the lives of people. *2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 5.1 Understand the ways citizens can influence their government. 6.3 Analyze the effectiveness of an authority figure. 6.4 Describe the source of authority for a rule/law or of an authority figure. 7.1 Identify the benefits and burdens of individual responsibility. 7.2 Identify the benefits of responsibility. 7.3 Identify the burdens of responsibility. *9.1 Categorize available resources in a geographic region as human, natural, or capital.	Note activities in Teacher's guide: after the program, page 29 William Seward William Seward William Seward Seward's Folly

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 (continued)	Students will gain an understanding of: the varied geography of our largest state some of the reasons Alaska has the smallest population of any state in our nation the contrast between the Alaska Eskimos' old and new ways of living the Prudhoe Bay oil discoveries and their importance as part of our country's future energy supply William Seward's purchase of Alaska from the Russians in 1867	*9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. *9.4 Know the relationships between the location of natural resources and the economic activity of a region. *10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing. *10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere. 12.1 Identify varying economies of the United States, Canada, and Latin America. 13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 (continued)	Students will gain an understanding of: the varied geography of our largest state some of the reasons Alaska has the smallest population of any state in our nation the contrast between the Alaska Eskimos' old and new ways of living the Prudhoe Bay oil discoveries and their importance as part of our country's future energy suppl William Seward's purchase of Alaska from the Russians in 1867	14.1 Know characteristics of developed and developing economies of the Western Hemisphere. 14.2 Locate developed and developing economic regions of the Western Hemisphere. 14.3 Determine from a description of an economic region of North or South America whether it is developed or developing. 16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 16.2 Identify examples of economic interdependence in business or industry. 16.3 Identify regional economic interdependence in the Western Hemisphere. 17.1 Distinguish likenesses and differences among peoples of the United States, Canada, and/or Latin America in terms of physical attributes. 17.2 Distinguish likenesses and differences among peoples of the United States, Canada, and/or Latin America in ways of living.	changes in lifestyles as a result of oil

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 (continued)	Students will gain an understanding of: the varied geography of our largest state some of the reasons Alaska has the smallest population of any state in our nation the contrast between the Alaska Eskimos' old and new ways of living the Prudhoe Bay oil discoveries and their importance as part of our country's future energy suppl William Seward's purchase of Alaska from the Russians in 1867	18.2 Identify religious, ethnic, and racial groups and their relative status in the United States, Canada, or Latin America. *20.1 Identify changes which have occurred in the United States, Canada, and Latin America. *20.2 Explain the reasons for change in the United States, Canada, and Latin America. *20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. 21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 21.2 Predict effects of change on the people of the United States, Canada, and/or Latin America. 21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political, economic, or social life of its citizens.	economic and sociological

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 (continued)	Students will gain an understanding of: the varied geography of our largest state some of the reasons Alaska has the smallest population of any state in our nation the contrast between the Alaska Eskimos' old and new ways of living the Prudhoe Bay oil discoveries and their importance as part of our country's future energy suppl William Seward's purchase of Alaska from the Russians in 1867	22.1 Understand the influence of an event in the history of the United States, Canada, and/or Latin America on present ways of living in that nation. 22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, or any combination of these. 22.3 Identify causes from the past of a significant current phenomenon/event on the United States, Canada, or Latin America. 23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions. 23.2 Identify examples of cultural assimilation and interdependence among the regions of the Western Hemisphere. Skills: 1.1 Recognize that a problem exists. 1.2 Identify the viewpoints of the parties to a problem.	statehood, oil

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 (continued)	Students will gain an understanding of: the varied geography of our largest state some of the reasons Alaska has the smallest population of any state in our nation the contrast between the Alaska Eskimos' old and new ways of living the Prudhoe Bay oil discoveries and their importance as part of our country's future energy suppl William Seward's purchase of Alaska from the Russians in 1867	1.3 Identify value conflicts inherent in a problem. 1.4 Determine methods of findin the most reasonable solution to a problem. 5.2 Locate places on maps and globes. 7.2 Decrease group-centered perceptions. 7.3 Decrease stereotypic perceptions. 7.5 Increase the ability to accept diversity. 7.6 Increase the ability to accept change. 7.7 Increase the ability to resolve conflict.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 16 "Aloha Hawaii"	Students will gain an understanding of: the relationship between Hawaii's location and its subtropical climate the formation of the island chain through volcanic activity the early migrations of Polynesian peoples to the islands and the subsequent discovery of the islands by Captain Cook the economic importance of sugar cane and pineapple as leading agricultural crops of Hawaii Hawaii as one of our nation's favorite vacation playgrounds	Knowledge: 1.1 Know the major landforms and bodies of water of the United States, Canada, and/or Latin America. *2.1 Explain how physical geography influences the lives of people. *2.2 Identify ways people in the Western Hemisphere have adapted to their physical environment. 6.3 Analyze the effectiveness of an authority figure. 6.4 Describe the source of authority for a rule/law or of an authority figure. *9.1 Categorize available resources in a geographic region as human, natural, or capital. *9.2 Know the location of specific resources in the United States, Canada, and Latin America. *9.3 Know the customary use of specific natural recources in the United States. Canada, and Latin America.	Note activities in Teacher's Guide: after the program, page 31 King Kamehameha

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 16 (continued)	Students will gain an understanding of: the relationship between Hawaii's location and its subtropical climate the formation of the island chain through volcanic activity the early migrations of Polynesian peoples to the islands and the subsequent discovery of the islands by Captain Cook the economic importance of sugar cane and pineapple as leading agricultural crops of Hawaii Hawaii as one of our nation's favorite vacation playgrounds	*9.4 Know the relationships between the location of natural resources and the economic activity of a region. *10.1 Know the areas best suited for agriculture, mining, forestry and manufacturing *10.2 Locate major sources of forests, petroleum, coal, and precious metals in the Western Hemisphere. *10.3 Suggest the effects of unequal distribution of natural resources on ways of living in the United States, Canada, and/or Latin America. 12.1 Identify varying economies of the United States, Canada, and Latin America. *13.1 State the importance of consumer demand in deciding what goods and services are produced. *13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand	sugar production

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 16 (continued)	Students will gain an understanding of: the relationship between Hawaii's location and its subtropical climate the formation of the island chain through volcanic activity the early migrations of Polynesian peoples to the islands and the subsequent discovery of the islands by Captain Cook the economic importance of sugar cane and pineapple as leading agricultural crops of Hawaii Hawaii as one of our nation's favorite vacation playgrounds	14.1 Know characteristics of developed and developing economies of the Western Hemisphere. 14.2 Locate developed and developing economic regions of the Western Hemisphere. 14.3 Determine from a description of an economic region of North or South America whether it is developed or developing. 16.1 Identify examples of interdependence within and among the economies of the United States, Canada, and Latin America. 16.2 Identify examples of economic interdependence in business or industry. 16.3 Identify regional economic interdependence in the Western Hemisphere. 17.1 Distinguish likenesses and differences among peoples of the United States, Canada, and/or Latin America in terms of physical attributes. 17.2 Distinguish likenesses and differences among peoples of the United States, Canada, and/or Latin America in ways of living.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 16 (continued)	Students will gain an understanding of: the relationship between Hawaii's location and its subtropical climate the formation of the island chain through volcanic activity the early migrations of Polynesian peoples to the islands and the subsequent discovery of the islands by Captain Cook the economic importance of sugar cane and pineapple as leading agricultural crops of Hawaii Hawaii as one of our nation's favorite vacation playgrounds	18.1 State the roles of individuals in groups in the United States, Canada, and/or Latin America. 18.2 Identify religious, ethnic and racial groups and their relative status in the United States, Canada, or Latin America. 20.1 Identify changes which have occurred in the United States, Canada, and Latin America. 20.2 Explain the reasons for change in the United States, Canada, and Latin America. 20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. 21.1 Recognize the consequences of change in the United States, Canada, and/or Latin America. 21.2 Predict effects of change on the people of the United States, Canada, and/or Latin America.	

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 16 (continued)	Students will gain an understanding of: the relationship between Hawaii's location and its subtropical climate the formation of the island chain through volcanic activity the early migrations of Polynesian peoples to the islands and the subsequent discovery of the islands by Captain Cook the economic importance of sugar cane and pineapple as leading agricultural crops of Hawaii Hawaii as one of our nation's favorite vacation playgrounds	21.3 Know that the influence of an event in the United States, Canada, and/or Latin America can affect the political, economic, or social life of its citizens. 22.1 Understand the influence of an event in the history of the United States, Canada, and/or Latin America on present ways of living in that nation. 22.2 Understand that the influence(s) of an important event on present ways of life in the United States, Canada, or Latin America can be economic, social, political, or any combination of these. 22.3 Identify causes from the past of a significant current phenomenon/event in the United States, Canada, or Latin America 23.1 Identify changes made in ways of living in Canada, the United States, or Latin America by ideas and inventions. 23.2 Identify examples of cultural assimilation and interdependence among the regions of the Western Hemisphere.	Captain Cook, Kamehameha

Television Series: AMERICAN LEGACY

Recommended Usage: Grade 5 Economics, Geography, History

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 16 (continued)	Students will gain an understanding of: the relationship between Hawaii's location and its subtropical climate the formation of the island chain through volcanic activity the early migrations of Polynesian peoples to the islands and the subsequent discovery of the islands by Captain Cook the economic importance of sugar cane and pineapple as leading agricultural crops of Hawaii Hawaii as one of our nation's favorite vacation playgrounds	Skills: 2.4 Read charts, graphs, and time lines in a variety of sources. 5.1 Orient maps and note directions. 5.2 Locate places on maps and globes. 5.5 Draw inferences from maps. 6.2 Know the need for legitimate authority. 7.5 Increase the ability to accept diversity. 7.6 Increase the ability to accept change. 7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas.	culture

TRADE-OFFS

Economics is an integral part of the fifth grade study of the Americas. TRADE-OFFS is an excellent instructional resource which will introduce students to basic economic concepts, enhance their decision-making skills, and will better equip them to be effective decision-makers and citizens. Each program dramatizes key concepts drawing upon experiences relevant to the student and reinforces these concepts through special visual presentations. A major strength of TRADE-OFFS is its emphasis on thinking and reasoning skills. The final segment of each program presents an open-ended problem designed to tantalize students and engage them in discussion.

Goal 13, "The learner will know the basic attributes of the economic system of the United States," is the prevailing goal for the entire TRADE-OFFS series. Programs one through four address the basic condition of scarcity which arises from unlimited human wants and needs versus limited resources to satisfy these wants and needs. Economic systems such as the market economy of the United States and Canada attempt to resolve the resulting imbalbance. Subsequent programs demonstrate how producers and consumers each must make decisions because of scarcity. Other knowledge goals and objectives are also addressed by various programs within the series. They are as follows:

The learner will know:

Goal 4: that laws in the United States are made by local, state, and national governments.
Goal 5: that in democracies, citizens must communicate their wishes to their elected governments.
Goal 7: the benefits and burdens of responsibility.
Goal 8: that the system of justice can correct wrongs, distribute benefits and burdens fairly, and provide fair procedures for dealing with problems.
Goal 9: the location and use of economic resources of the United States, Canada, and Latin America.
Goal 12: the characteristics of economic systems in the United States, Canada, and Latin America.

The skills component of TRADE-OFFS correlates to a high degree with the state social studies skill goals. The skills most frequently addressed are the following:

The learner will:

Goal 1: identify and define problems and suggest ways of solving them.
Goal 2: locate and gather information.
Goal 4: organize and analyze information and draw conclusions.
Goal 7: demonstrate growth in self management.
Goal 8: participate in group activities.

Television Series: TRADE-OFFS **Recommended Usage:** Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 "Choice"	Identify possible alternative uses of a limited resource. Explain why a choice is inevitable when a limited resource has alternative uses. Point out the opportunity cost of a personal choice.	Knowledge: 12.1 Identify varying economies of the United States, Canada, and Latin America. 13.1 State the importance of consumer demand in deciding what goods and services are produced. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand *15.1 Know economic problems common to developing regions. *15.2 List problems that a developing region will likely face. *15.3 Propose solutions to the problems of a real or hypothetical developing economic region.	Note activities in Teacher Guide (pages 6-7) reasons for economic decisio building constru tion at end redevelopment of an urban area

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 1 (continued)	Identify possible alternative uses of a limited resource. Explain why a choice is inevitable when a limited resource has alternative uses. Point out the opportunity cost of a personal choice.	Skills: *1.1 Reconize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 4.3 Draw conclusions. 7.1 Decrease self-centered perceptions. 7.2 Decrease group-centered perceptions. *7.8 Will resolve dilemmas. 8.1 Participate in group discussion and planning. 8.2 Engage in group decision making. 8.3 Act upon group decisions.	See Teacher's Guide: Skills Matrix (inside back cover)

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 2 "Malcolm Decides"	Apply the five-step decision-making process to a personal decision. State the opportunity cost of the decision.	Knowledge: i2.1 Identify varying economies of the United States, Canada, and Latin America. 13.1 State the importance of consumer demand in deciding what goods and services are produced. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. *4.1 Organize information. *4.3 Draw conclusions. *7.1 Decrease self-centered perceptions.	Note activities in Teacher's Guide (page 9) See Teacher's Guide: Skills Matrix (inside back cover)

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 2 (continued)	Apply the five-step decision-making process to a personal decision. State the opportunity cost of the decision.	*7.2 Decrease group-centered perceptions. *7.3 Decrease stereotypic perceptions. *7.4 Increase the ability to empathize. *7.5 Increase the abilit accept diversity. *7.6 Increase the ability to accept change. *7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas.	

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 3 "We Decide"	Suggest alternative methods of allocating a limited resource. Identify the criteria implied in each allocating method. Analyze the advantages and disadvantages of each method in terms of who gains and who loses. Apply the decision-making process to the allocation of a scarce resources.	Knowledge: 13.1 State the importance of consumer demand in deciding what goods and services are produced. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem *4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions.	Note activities in Teacher's Guide (pages 11-12) and the Allocation Game (page 12) See Teacher's Guide: Skills Matrix (inside back cover)

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 3 (continued)	Suggest alternative methods of allocating a limited resource. Identify the criteria implied in each allocating method. Analyze the advantages and disadvantages of each method in terms of who gains and who loses. Apply the decision-making process to the allocation of a scarce resources.	8.1 Participate in group discussion and planning. 8.2 Engage in group decision making. 8.3 Act upon group decisions.	

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 "Give and Take"	Define "trade-off" as giving up some of one thing to get some of another thing. Generalize that more desirable solutions often result when two or more objectives are partially satisfied rather than when one objective is achieved completely to the exclusion of others. Point out that different people make different trade-offs depending on which objectives are most important to them.	Knowledge: 4.2 Identify legislative, executive, and judicial functions of local, state, or national governments. 5.1 Understand the ways citizens can influence their government. 5.2 Know the consequences of citizens failing to communicate their wishes to elected governments. 7.1 Identify the benefits and burdens of individual responsibility. 7.2 Identify the benefits of responsibility. 7.3 Identify the burdens of responsibility. 8.3 Identify fair procedures for dealing with problems. 13.1 State the importance of consumer demand in deciding what goods and services are produced. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand	Note activities in Teacher's Guide (pages 13-14) City Council

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 (continued)	Define "trade-off" as giving up some of one thing to get some of another thing. Generalize that more desirable solutions often result when two or more objectives are partially satisfied rather than when one objective is achieved completely to the exclusion of others. Point out that different people make different trade-offs depending on which objectives are most important to them.	Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of findin the most reasonable solution to a problem. 2.2 Collect information through interviews. 2.4 Read charts, graphs, and time lines in a variety of sources. 4.1 Organize information. 4.2 Analyze information. 4.3 Draw conclusions. 7.1 Decrease self-centered perceptions. 7.2 Decrease group-centered perceptions. 7.4 Increase the ability to empathize. *7.7 Increase the ability to resolve conflict. *7.8 Will resolve dilemmas.	See Teacher's Guide: Skills Matrix (inside back cover) City Council

Television Series: TRADE-OFFS **Recommended Usage:** Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 4 (continued)		*8.1 Participate in group discussion and planning. *8.2 Engage in group dicision making. *8.3 Act upon group decisions.	

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 5 "Less and More"	Cite examples of producing more output with the same inputs. Cite examples of producing the same output with fever inputs. Outline the advantages and disadvantages of various methods of increasing productivity. Apply the decision-making process to a problem involving the advantages and disadvantages of increasing productivity.	Knowledge: 7.1 Identify the benefits and burdens of individual responsibility. 7.2 Identify the benefits of responsibility. 7.3 Identify the burdens of responsibility. *13.1 State the importance of consumer demand in deciding what goods and services are produ 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the viewpoints of the parties to a problem. *1.3 Identify value conflicts inherent in a problem.	Note activities in Teacher's Guide (page 16) owner has burden of responsibilit supply and demar equals money ced. See Teacher's Guide: Skills Matrix (inside back cover)

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 5 (continued)	Cite examples of producing more output with the same inputs. Cite examples of producing the same output with fever inputs. Outline the advantages and disadvantages of various methods of increasing productivity. Apply the decision-making process to a problem involving the advantages and disadvantages of increasing productivity.	*1.4 Determine methods of finding the most reasonable solution to a problem. 2.2 Collect information through interviews. 2.4 Read charts, graphs, and time lines in a variety of sources. 3.2 Identify emotional words. *4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions. 7.4 Increase the ability to empathize. 7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas.	

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 6 "Working Together"	Summarize the advantages and disadvantages of specialization and division of labor. Explain how specialization and division of labor increases productivity. Evaluate the consequences of specialization in terms of specific goals.	Knowledge: *7.1 Identify the benefits and burdens of individual responsibility. *7.2 Identify the benefits of responsibility. *7.3 Identify the burdens of responsibility. 13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 2.4 Read charts, graphs, and time lines in a variety of sources.	See activities in Teacher's Guide (page 18-19) and Assembly Line Concept (page 1 See Teacher's Guide: Skills Matrix (inside back cover)

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 6 (continued)		7.1 Decrease self-centered perceptions. *7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas. *8.1 Participate in group discussion and planning. *8.2 Engage in group decision making. *8.3 Act upon group decisions.	

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 7 "Does It Pay"	Summarize the advantages and disadvantages of investment in capital goods. Explain how investment in capital goods increases productivity. Evaluate the consequences of investing in capital goods in terms of specific goals.	Knowledge: 7.1 Identify the benefits and burdens of individual responsibility. 7.2 Identify the benefits of responsibility. 7.3 Identify the burdens of responsibility. 12.1 Identify varying economies of the United States, Canada, and Latin America. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the viewpoints of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem.	Note activities in Teacher's Guide (pages 20-21) See Teacher's Guide: Skills Matrix (inside back cover)

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 7 (continued)		2.4 Read charts, graphs, and time lines in a variety of sources. 4.1 Organize information. 4.2 Analyze information. 4.3 Draw conclusions. 7.7 Increase the ability to resolve conflict.	

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 8 "Learning and Earning"	Summarize the advantages and disadvantages of investment in human capital. Explain how investment in human capital improves productivity. Evaluate the consequences of investing in human capital in terms of specific goals:	Knowledge: 8.3 Identify fair procedures for dealing with problems. 9.1 Categorize available resources in a geographic region as human, natural, or capital. 13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the viewpoints of the parties to a problem . *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of findin the most reasonable solution to a problem.	Note activities in Teacher's Guide (page 23) procedure for getting a job human resources See Teacher's Guide: Skills Matrix (inside back cover)

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 8 (continued)		2.2 Collect information through interviews. *4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions. 6.2 Demonstrate an understanding of the chronological sequence of events. 7.1 Decrease self-centered perceptions. 7.4 Increase the ability to empathize. 7.6 Increase the ability to accept change. 7.8 Will resolve dilemmas.	

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 9 "Why Money"	Cite examples of exchange and describe the ways both parties expect to benefit. Explain how the use of money facilitates exchange List two forms of money used today, pointing out the advantages and disadvantages of each.	Knowledge: 8.3 Identify fair procedures for dealing with problems. 13.1 State the importance of consumer demand in deciding what goods and services are produced. Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 2.2 Collect information through interviews. 4.1 Organize information. 4.2 Analyze information. 4.3 Draw conclusions. *7.8 Will resolve dilemmas.	Note activities in Teacher's Guide (pages 24-25) and the Barter Game (pages 24-25) bartering syste

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 10 "To Buy Or Not To Buy"	Outline the factors that influence how much of an item people will buy. Predict how changes in the price of an item influence the amount that people will buy. List at least two things that might change the amount of an item that people will buy at any given price. Describe a demand graph and explain how it would change if people's incomes increased.	Knowledge: 12.1 Identify varying economies of the United State, Canada, and Latin America. 12.2 Compare command, mixed, and market economies of the Western Hemisphere. *13.1 State the importance of consumer demand in deciding what goods and services are produced. Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 2.2 Collect information through interviews. 2.3 Collect information using surveys and questionnaires. 2.4 Read charts, graphs, and time lines in a variety of sources.	Note activities in Teacher's Guide (pages 27-28) See Teacher's Guide: Skills Matrix (inside back cover)

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 10 (continued)		*4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions. 7.8 Will resolve dilemmas. *8.1 Participate in group discussion and planning. *8.2 Engage in group decision making. *8.3 Act upon group decisions.	

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 "To Sell Or Not To Sell"	Outline the factors that influence the quanity of an item people will offer for sale. Predict how changes in the price of a product influence the amount people will offer for sale. Give an example of one thing that would change the amount of a product or service people will offer for sale at any given price. Describe a supply graph and explain how it would change if there were an increase in the cost of production.	Knowledge: 8.3 Identify fair procedures for dealing with problems. *13.1 State the importance of consumer demand in deciding what goods and services are produced. *13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 2.2 Collect information through interviews. 2.4 Read charts, graphs, and time lines in a variety of sources.	Note activities in Teacher's Guide (pages 30-31) See Teacher's Guide: Skills Matrix (inside back cover)

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 11 (continued)		*4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions. 7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas.	

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 12 "At What Price"	Define a market clearing price as one at which there is neither a surplus nor a shortage. Distinguish between a shortage and a surplus by explaining that a shortage exists when the price is below the market clearing price and a surplus exists when the price is above the market clearing price. State what tends to happen to prices when a shortage exists and when a surplus exists. Interpret a supply and demand graph to determine the market clearing price of a product and indicate the quanity that would be exchanged at that price.	Knowledge: *13.1 State the importance of consumer demand in deciding what goods and services are produced. *13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c.. labor d. transportation e. consumer demand Skills: *1.1 Recognize that a problem exists. *1.2 Identify the viewpoints of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 2.4 Read charts, graphs, and time lines in a variety of sources. 4.1 Organize information. 4.2 Analyze information. 4.3 Draw conclusions.	Note activities in Teacher's Guide (page 33) See Teacher's Guide: Skills Matrix (inside back cover)

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 12 (continued)		7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas. 8.1 Participate in group discussion and planning. 8.2 Engage in group decision making. 8.3 Act upon group decisions.	

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 13 "How Could That Happen?"	Explain how a change in consumer purchases in the market can have unforseen consequences in other markets. Predict how changes in supply, demand, market clearing price, and market clearing quantity will affect one another in a specific situation involving two different markets.	Knowledge: 9.1 Categorize available resources in a geographic region as human, natural, or capital. 9.3 Know the customary use of specific natural resources in the United States, Canada, and Latin America. 9.4 Know the relationships between the location of natural resources and the economic activity of a region. *13.1 State the importance of consumer demand in deciding what goods and services are produced. *13.2 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand 16.2 Identify examples of economic interdependence in business or industry. 20.2 Explain the reasons for change in the United States, Canada, and Latin America.	Note activities in Teacher's Guide (pages 36-37) supply and dema

Television Series: TRADE-OFFS

Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 13 (continued)	Explain how a change in consumer purchases in the market can have unforseen consequences in other markets. Predict how changes in supply, demand, market clearing price, and market clearing quantity will affect one another in a specific situation involving two different markets.	20.3 Identify the effects of important changes which have occurred in the United States, Canada, and Latin America. Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 2.3 Collect information using surveys and questionnaires. 2.4 Read charts, graphs, and time lines in a variety of sources. *4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions. *8.1 Participate in group discussion and planning. *8.2 Engage in group decision making. *8.3 Act upon group decisions.	See Teacher's Guide: Skills Matrix (inside back cover)

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 14 "Innocent Bystanders"	Give examples of situations involving indirect cost. Propose alternative methods for reducing indirect costs, outlining the advantages and disadvantages of each method. Apply the decision-making process to a problem involving indirect costs.	Knowledge: *7.1 Identify the benefits and burdens of individual responsibility. *7.2 Identify the benefits of responsibility. *7.3 Identify the burdens of responsibility. *8.3 Identify fair procedures for dealing with problems 13.1 State the importance of consumer demand in deciding what goods and services are produced. 13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand 19.1 Identify the basic social institutions of the United States, Canada, and Latin America. Skills: *1.1 Recognize that a problem exists. *1.2 Identify the view points of the parties to a problem. *1.3 Identify value conflicts inherent in a problem.	Note activities in Teacher's Guid (pages 39-40) neighbor's act family See Teacher's Guide: Skills Matrix (inside back cover)

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 14 (continued)		*1.4 Determine methods of finding the most reasonable solution to a problem. 2.4 Read charts, graphs, and time lines in a variety of sources. 3.2 Identify emotional words. *4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions. 7.1 Decrease self-centered perceptions. 7.4 Increase the ability to empathize. 7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas.	

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 (continued)		7.7 Increase the ability to resolve conflict. 7.8 Will resolve dilemmas. *8.1 Participate in group discussion and planning. *8.2 Engage in group decision making. *8.3 Act upon group decisions.	

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Recommended Usage: Grade 5 Economics

TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 "Helping Out"	Give examples of situations involving indirect benefits. Propose alternative methods for increasing indirect benefits, outlining the advantages and disadvantages of each method. Apply the decision-making process to a problem involving indirect benefits.	Knowledge: 4.2 Identify legislative, executive, and judicial functions of local, state, or national governments. *5.1 Understand the ways citizens can influence their government. *5.2 Know the consequences of citizens failing to communicate their wishes to elected governments. *7.1 Identify the benefits and burdens of individual responsibility. *7.2 Identify the benefits of responsibility. *7.3 Identify the burdens of responsibility. 8.3 Identify fair procedures for dealing with problems. 13.1 State the importance of consumer demand in deciding what goods and services are produced.	Note activities in Teacher's Guide (page 41) local government responsibility

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TV PROGRAM Number/Title	PROGRAM OBJECTIVE in Teacher's Guide and Page No.	COMPETENCY OBJECTIVES *Indicates major emphasis	NOTES
Program 15 (continued)	Give examples of situations involving indirect benefits. Propose alternative methods for increasing indirect benefits, outlining the advantages and disadvantages of each method. Apply the decision-making process to a problem involving indirect benefits.	13.2 Describe the interaction of the following elements in the production of a familiar product: a. natural resources b. capital c. labor d. transportation e. consumer demand 18.1 State the roles of individuals in groups in the United States, Canada, and/or Latin America. Skills: *1.1 Recognize that a problem exists. *1.2 Identify the viewpoints of the parties to a problem. *1.3 Identify value conflicts inherent in a problem. *1.4 Determine methods of finding the most reasonable solution to a problem. 3.2 Identify emotional words. 3.4 Determine completeness and inconsistencies in data. *4.1 Organize information. *4.2 Analyze information. *4.3 Draw conclusions. 7.1 Increase the ability to empathize.	See Teacher's Guide: Skills Matrix (inside back cover)